

MontCAS, Phase 2 CRT-Alternate

System: Washington Public Schools
Grade: 04
Spring 2004

Reading

System Summary Report

I. Distribution of scores

Perf. Level	Scores	System			State		
		N	% of Students	% of Students in Cat.	N	% of Students	% of Students in Cat.
Advanced	294-300	0	0	0	0	0	36
	288-293	0	0		0	0	
	281-287	0	0		0	0	
	275-280	0	0		7	8	
	268-274	0	0		23	28	
Proficient	264-267	0	0	0	16	19	36
	261-263	0	0		3	4	
	257-260	0	0		6	7	
	254-256	0	0		5	6	
	250-253	0	0		0	0	
Nearing Proficiency	245-249	0	0	100	4	5	19
	240-244	0	0		4	5	
	235-239	0	0		3	4	
	230-234	0	100		4	5	
	225-229	0	0		1	1	
Novice	220-224	0	0	0	2	2	8
	215-219	0	0		1	1	
	210-214	0	0		1	1	
	205-209	0	0		0	0	
	200-204	0	0		3	4	

II. Subtest results

Reading		Points Possible	Points Earned
*Total Points		35	67
Standards	1. Students understand meaning as they comprehend and respond to what they read	44	33
	2. Students apply a range of reading skills and strategies to read	40	1
	3. Students set goals, monitor progress, and evaluate their reading	This standard is not measureable in a statewide assessment.	
	4. Students select, read, and respond to print and nonprint material for a variety of purposes	4	--
	5. Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences	4	--

--There were too few score points to report on this standard, or no items on the test measured this standard.

CRT-Alternate Performance Level Descriptors

Advanced (268-300)

The student at the Advanced level accurately and independently demonstrates the ability to carry out comprehensive content specific performance indicators.

Proficient (250-267)

The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content specific performance indicators.

Nearing Proficiency (225-249)

The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of content specific performance indicators.

Novice (200-224)

The student at the Novice level, given physical assistance and/or modeling, is supported to participate in content specific performance indicators.

*The sum of the points for each standard may exceed the total points, as some items correlate with more than one standard.

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III. Results for Subgroups of Students

Reporting category	System					State				
	N	% in N	% in NP	% in P	% in A	N	% in N	% in NP	% in P	% in A
All Students	1	*	*	*	*	83	8	19	36	36
Gender										
Male	0	*	*	*	*	56	9	18	43	30
Female	1	*	*	*	*	27	7	22	22	48
Ethnicity										
American Indian	0	*	*	*	*	13	15	31	31	33
Asian	0	*	*	*	*	1	*	*	*	*
Black or African American	0	*	*	*	*	0	*	*	*	*
Hispanic	0	*	*	*	*	0	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	*	*	*	*	0	*	*	*	*
White	1	*	*	*	*	9	17	17	17	17
Significant Cognitive Disability	1	*	*	*	*	6	6	21	17	32
Students with a 504 Plan	0	*	*	*	*	0	*	*	*	*
Title I (optional)	0	*	*	*	*	0	*	*	*	*
Tested with Standard Accommodation	0	*	*	*	*	12	8	17	8	67
Tested with Non-Standard Accommodation	0	*	*	*	*	1	*	*	*	*
Alternate Assessment	0	*	*	*	*	83	8	19	36	36
Migrant	0	*	*	*	*	0	*	*	*	*
Gifted/Talented	0	*	*	*	*	0	*	*	*	*
LEP/ELL	0	*	*	*	*	3	*	*	*	*
Free/Reduced Lunch	0	*	*	*	*	41	10	12	37	41

* Less than ten (10) students were assessed.